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ABSTRACT

Group Interaction Scale (GIS) peer ratings were obtained on all students enrolled in an educational leadership class between July of 1976 and August of 1980. The GIS was also administered to a random sample of ten teachers who work with twenty-nine of the administrators who had taken the leadership class. Computation of a zero-order correlation coefficient obtained a significant positive relationship between the two sets of scores on five of the ten items on the GIS. The implications for this are that, since certain behavioral characteristics displayed in a leadership class are stable, the challenge to administrator preparation programs is to design remedial measures to assist prospective administrators in changing low-rated behavior patterns before assuming an administrative position. (Author/MLF)

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A COMPARISON BETWEEN THE PEER LEADERSHIP RATINGS OF ADMINISTRATORS AT THE TIME THEY TOOK AN EDUCATIONAL LEADERSHIP COURSE AND THEIR CURRENT LEADERSHIP RATINGS BY TEACHERS WHO WORK WITH THEM: A PRELIMINARY REPORT

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Statement of the Problem

The problem in this study was to determine the relationship between the peer leadership ratings of administrators on the Group Interaction Scale (GIS) at the time they took an educational leadership course and their current leadership ratings by teachers who work with them.

Question to be Answered

The following question was posed for this study:

> Were there any significant relationships between the peer ratings and the teacher ratings on each item and on the total score of the GIS?

Rationale

The literature is replete with studies which relate a host of personal and experiential variables to leader behavior in group situations. However, there is a paucity of studies which attempt to identify variables which manifest themselves in a leadership training program and then reappear in the on-the-job behavior of the participants when they are in administrative positions. Stogdill (1974) indicates that there is a

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dearth of research concerning both patterns of behavior in training methods and the effects of training on later performance of leaders.

Much of the research conducted on leadership training has concerned itself with sensitivity training. Zaleznik (1951) suggests that the apparent lack of success of this method of training in producing successful on-the-job performance can be explained by the irrelevance of such training to the problems encountered in the actual work situations. The leadership training reported in the current study was designed to relate directly to the tasks school administrators face in work situations. The present study represents one step of a longitudnal effort to assess the impact of the leadership training program on subsequent behavior of individuals when interacting with groups of people. The authors plan to use the results of this study and the companion studies which will follow to plan the activities of the formal leadership training program, to give direction to placement procedures, and to gain insight into possible remedial measures to utilize between the completion of the formal leader preparation program and on-the-job placement of graduates.

Procedures

Group Interaction Scale peer ratings were obtained on all the students in the educational leadership class between July of 1976 and August of 1980. The authors taught all sections of the class and planned the course content together. The major technique used to provide opportunities for students to relate theory to practice was that of case studies designed to depict a variety of situations and problem areas. The GIS was administered to a random sample of ten teachers who work with twenty-nine administrators who

had taken the leadership class and who agreed to participate in the study.

A zero-order correlation coefficient was computed to determine the relationship between the two GIS ratings. The .05 level was used to establish statistical significance.

Findings

A significant positive relationship between the two sets of scores was obtained on five of the ten items on the GIS. These five items were:

1. Item 1: Recognizes his/her own limitations and weaknesses.
2. Item 2: Has command of oral communication skills.
3. Item 3: Exercises self-control in group situations.
4. Item 5: Is open and receptive to new ideas and practices.
5. Item 7: Accepts constructive criticism.

Implications and Future Directions

Certain behaviors which students manifest in group interactions in a leadership class are apparently stable kinds of behavioral characteristics which will be rated as occurring at about the same frequency in group situations in the schools which they administer. The implication for preparation programs is readily apparent. Since certain behavioral characteristics which prospective administrators display in a leadership class are stable and can be expected to manifest themselves at about the same level of frequency in school situations, the challenge to administrator preparation programs is to design remedial measures to assist prospective administrators who have low ratings on an item at the time they take a course in educational leadership in changing their behavior patterns before

assuming an administrative position.

The authors, with the help of colleagues in the field, will prepare a set of recommended remedial strategies for each of the five GIS items found to be highly stable from the preparation program to the on-the-job situation. These remedial strategies will be made known to students who receive a low rating on any of the five items at the time they take the leadership class and assistance will be offered in helping to change their behaviors in more positive directions. Further research will then be conducted to determine whether the intervention strategies were efficient in changing the behaviors manifested in the on-the-job situation.

Bibliography

Ralph M. Stogdill. Handbook of Leadership. New York: The Free Press. 1974.

A. Zaleznik. Foreman Training in a Growing Enterprise. Boston: Harvard University Graduate School of Business Administration, 1951.

Group Interaction Scale

Administrator _____

Instructions:

A. READ each item carefully.
B. THINK about how frequently the administrator engages in the behavior described by the item.
C. DECIDE whether the administrator (A) always, (B) often, (C) occasionally, (D) seldom, or (E) never acts as described by the item.
D. DRAW A CIRCLE around one of the five numbers (1 2 3 4 5) following the item to show the answer you have selected.

1 - Never
2 - Seldom
3 - Occasionally
4 - Often
5 - Always

_____

This administrator

1.	Recognizes his/her own limitations and weaknesses.	1 2 3 4 5
2.	Has command of oral communication skills.	1 2 3 4 5
3.	Exercises self-control in group situations.	1 2 3 4 5
4.	Shows consideration for the feelings and ideas of others.	1 2 3 4 5
5.	Is open and receptive to new ideas and practices.	1 2 3 4 5
6.	Motivates other people to positive action.	1 2 3 4 5
7.	Accepts constructive criticism.	1 2 3 4 5
8.	Demonstrates a knowledge of the task to be performed by the group.	1 2 3 4 5
9.	Assumes responsibility for his/her actions.	1 2 3 4 5
10.	Exercises initiative in accomplishing a task.	1 2 3 4 5